

Arts in Education Program**First Step Grant**

The First Step Grant will provide funding to schools, nonprofits, and government agencies committed to building partnerships that will improve arts education for pre-college youth.

Purpose

In the 1998-99 school year, WSAC's AIE Program worked with educators, arts organizations, teaching artists, and parents to develop the Arts Education Community Consortium Grant. The goals of the Consortium Grant were/are to:

- Encourage and support a community's capacity to implement the state's Essential Academic Learning Requirements in the Arts in local public school/s and other non-parochial facilities;
- Encourage full utilization of local resources by supporting partnerships of educators, artists, arts organizations and local arts agencies, parents, businesses, and other community members;
- Help communities develop strong arts education programming that meets the specific needs of their local public school students and will be sustainable due to community participation and advocacy;
- Develop local arts education expertise by supporting training of local educators and teaching artists in creating and teaching arts lessons based on the EALRs, integrating the arts into other subject areas, and assessing student performance in the arts.

The greatest majority of consortia funded by the grant have developed broad, supportive partnerships that are improving arts education in their communities. **Due to success of the consortia and national research on arts education partnerships, WSAC is committed to supporting "first step" partnerships with the potential of developing to the consortia level.**

Goal

To encourage and support the early stages of arts education partnerships with simple grant guidelines that

- Require partnerships;
- Require partners to determine their most needed first step, like hiring a teaching artist, training classroom teachers, developing curriculum or assessments;
- Lead applicants toward developing a consortium based on learnings from the arts education community consortia.

Because the First Step Grant goal is to assist applicants in making systemic change in arts education through community partnerships, the grant is intended to support projects that will grow rather than one-time projects. Because the grant also is intended to assist applicants in developing their plans to a level that is acceptable for Arts Education Community Consortium Grant funding, when developing their vision and long-term goals, applicants should keep in mind the Consortium Grant goals listed at the top of this page.

A Fundable First Step Plan

Must support Washington State's Arts EALRs. Teaching artists must use lesson plans based on the EALRs. Training of classroom teachers and local teaching artists must help them to teach based on the EALRs. Development of curriculum and assessments must be based on the EALRs, and curriculum consultants hired must be experts in our state's EALRs.

Must be a project plan developed by partners who intend to build their partnership over time. The beginning partnership should include the school, PTA or other parent representatives, professional teaching artist/s and/or an arts organization. A First Step partnership is not required to include other partners; but, if other partners are possible, may include a local business, library, community college or university, as well as partners pertinent to the project—like a social service agency involved in a project serving at-risk youth. Visit our website at www.arts.wa.gov/progAIE/roster/aieRoster.html to access the Arts in Education Program's list of teaching artists, which includes a description of the workshops they teach students and classroom teachers, the subject areas they can integrate into their lessons, and their contact information. Page seven of this application offers other resources.

Must be a first step that will improve arts education. Examples:

- Training teachers to make art, teach art, understand and implement the Essential Academic Learning Requirements in the Arts, develop art lesson plans, integrate the arts into other subject areas, and/or assess their students' progress in the arts;
- A WSAC-rostered artist training local artists to work in the schools, provide teacher training in their art form, base their teaching on the Essential Academic Learning Requirements in the Arts, develop art lesson plans, integrate the arts into other subject areas, and/or assess their students' progress in the arts;
- Curriculum improvements (developing or updating the arts curriculum, plans for integrating the arts into other curricular areas, or development of user-friendly lesson plans for teachers);
- Development of local arts assessments based on OSPI's voluntary assessments for 2005-2006;
- Team-building and coordinated planning sessions for classroom teachers, arts specialists, and teaching artists;
- Development of parent education and advocacy sessions and groups;
- Partnership building and planning between local institutions of higher education and K-12 schools;
- A project that brings college professors and students to K-12 schools to provide training in hands-on art making, aesthetics, art history, or art criticism;
- Hands-on workshops for students by professional artists, both local and WSAC-rostered;
- Development of a local roster of artists;
- Research and field work by a professional folklorist to identify local traditional artists to participate in the plan;
- Artist/student mentoring programs or student internships at local arts organizations (i.e. internship at a local theater to learn about production);

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Must fit the specific needs of the students and educators and be fitting to local resources.

Consequently, if experience and resources are slim, the plan may start with one or two grade levels. If resources, commitment, and expertise are at a higher level, the plan may include all grade levels. The plan can be an arts infusion of all disciplines (visual, performing, and literary), can concentrate on one discipline (like dance) that is not being taught, or can integrate a discipline into another subject area in which the students need improvement.

Eligibility and Rules

Eligibility

Any public school, school district, government agency, or non-profit is eligible to submit the grant and serve as the fiscal agent for the partnership. (Washington State law prohibits funding of parochial schools.) Although the proposal must be submitted by an institution/organization, individual artists, parents, or community members working in partnership with the school involved are encouraged to initiate projects by approaching their school/school district. Also, individual artists, community members, and arts organizations are expected to keep the greater good in mind so coordination with the school/school district and their goals is essential.

Rules

Application materials must be postmarked no later than March 25, 2005. Metered mail will not be accepted.

Applications must include all required materials, answer all questions, and not exceed the maximum number of pages specified.

Applicants may receive only one AIE Program grant per year. Schools and organizations awarded Arts Education Community Consortium Grants for the 2005-2006 school year are not eligible for a First Step Grant.

Funded proposals for the 2005-2006 school year must be implemented and completed between July 1, 2005 and June 30, 2006.

All funded applicants will be provided with final report directions and will be required to complete the final report 45 days following completion of the project but no later than July 15, 2006.

Budget Rules

Maximum Grant Amount: \$4,000

Budget Match: Applicants must match equally the amount of funding being applied for. However, in-kind expenses may be used as matching dollars. In-kind expenses may include the regular hourly wages and benefits of project participants for work hours expended on the project and a reasonable amount for donated tasks like designing or printing your project's curriculum document. Cash matches, however, show a greater commitment from the applicant, and budgets that include cash contributions are rated higher.

The Grant Will Fund:

- Fees, travel, and per diem expenses for WSAC-rostered teaching artists. (It is expected that WSAC-rostered artists will be paid \$50 an hour for their actual teaching hours unless they negotiate a different pay scale with you.)
- Fees for local teaching artists.
- Fees, travel, and per diem expenses for professional arts curriculum and assessment consultants who are experts in the Arts EALRs. Salaries of staff within your school district are not eligible.
- Expenses for project products like design and printing of curriculum guidelines and teacher training manuals.
- Travel expenses for students receiving training at a local arts organization.

The Grant Will Not Fund:

- Regular staff and faculty salaries. (Can be used as in-kind match.)
- Fees or travel for off-site workshops, courses, and conferences.
- Art supplies and equipment.
- Meals and refreshments for meetings and trainings.
- Capital/bricks-and-mortar expenses.

How Proposals Will Be Judged

An advisory panel composed of experts in arts education programming will study the grants for approximately one month and rate each application through a specific process based on the First Step goal. The panelists determine how well each grant application meets the goal by studying all areas of your application, including the partnership list, your budget, your narrative, letters of recommendation, the resumes/bios of your project leader/s and contractors, and the work samples of non-rostered artists. The panelists come to the panel meeting with their rating points assigned. By group process, the panel reviews each application, during which time panelists may change their ratings based on greater clarity following group discussion. To determine the final points for each application, the points awarded by each panelist for that application are averaged. Incomplete applications will be returned.

Arts in Education Program**When developing your proposal consider:**

- **Your Partnership:** Does your partnership include at least a school (or institution, like a hospital or detention center, in which pre-college youth are receiving their education), PTA or other parent representatives (if the project is for students in a regular school), and a professional teaching artist and/or arts organization?
- **Your Plan:** Did you develop your plan with your partners? Is your plan an excellent first step towards improving arts education and implementing the Arts EALRs? Will your plan take your partnership to a higher-level plan in the future? Is your plan based on student and educators' needs and local resources and culture?
- **Artistic and Educational Expertise:** The artists involved in your project will need to be producers of high quality art as evidenced by their inclusion on the WSAC Artists in Residence Roster or the work samples submitted with your application. Artists on the WSAC Artists in Residence (AIR) Roster are not required to submit a resume or work samples. Consultants will need to submit a resume. To ensure appropriate backgrounds, panelists will review the resumes and work samples of artists (not on the AIR roster) and resumes or vitae of arts education consultants the applicants' intent to hire.
- **Budget:** Your budget should relate directly back to the written proposal. Budget items not identified as part of the plan will not make sense to the panelists. The budget should not list this grant as supporting expenses these guidelines define as not fundable. The budget should be mathematically correct. Mileage and per diem expenses should not exceed state rates for reimbursement. Artists, arts organizations, and consultants should be paid a fair and reasonable wage. The budget should not be inflated.

Tips Based on Past Proposals

Although the First Step Grant is new, panelists will have many of the same reactions as they had when judging Arts Education Community Consortium, Curriculum, and Residency grant applications.

Following are applicable panelist comments.

Panelists Comments on Proposals Recommended for Funding:

- Utilized correct spelling and grammar, as well as a mathematically correct budget.
- Were written well, flowed logically, and included all required sections in order.
- Budget showed cash support beyond the grant request.
- Clearly stated the school/s' current arts education offerings, what needed improvement, and why the applicants chose to work on the discipline/s and grade levels chosen.
- Displayed an understanding of their community's arts resources, history, culture, and interests and how they could build arts education programming based on those resources.
- Were very unique to the community.
- Relayed the applicant's/consortium's enthusiasm and, in turn, excited the panelists.

Panelists Comments on Proposals Not Recommended for Funding:**Applicable comments regarding partnerships/consortium membership:**

- Teachers are not as involved as is desirable.
- No involvement with arts organizations.
- Parent participation is missing in the plan.
- Artists are not listed.
- Arts organizations are not otherwise involved except as sites for readings.
- Disappointed in the scope of the artists involved.
- Letters of support are weak.

Comments regarding education value:

- Product oriented with no long-term benefit.
- Is primarily an awareness project with little integration into the classroom.
- Learning objectives are missing.
- Not a strong learning project.
- No long-term commitment to curriculum.
- Program not well integrated into the schools' curricula; needs more dimension and further development.
- Essential Academic Learning Requirements not addressed.
- No measurable outcomes.
- No sequential educational learnings apparent.

Comments regarding basic plan:

- Too heavy an emphasis on performances, not enough on learning.
- Concern expressed that only certain students were selected for "advanced" work.
- Not a fully realized plan; not much originality; vague statements.
- Plan does not address the grant goals.

Comments regarding budget:

- Budget not as well developed as it should be.
- High budget; match not detailed.
- Budget is misleading; cash match is misleading.
- High cost for few students.

Comments on grant writing:

- Did not complete the "need" section of the required format.
- Application showed lack of understanding of how to develop a well thought-out plan for a grant.
- Proposal does not follow guidelines or form format.
- Narrative is not focused on project.

Resources

Specific Questions and Assistance

Contact Linda Bellon-Fisher, Arts in Education Program manager, at 360-586-2418 or LindaB@arts.wa.gov.

WSAC Artists in Residence Roster

On line roster: www.arts.wa.gov/progAIE/roster/aieRoster.html
Request CD Rom of WSAC Artist in Residence showcasing; Contact DeaneS@arts.wa.gov

WSAC First Step Resources

At www.arts.wa.gov/progAIE/aieAIRrec1.html you will find the following resources: a *Site Coordinator's Handbook* that includes all materials for artist in residence planning, a sample contract to use in hiring artists and curriculum consultants, an *Artist's Bill of Rights, Collaborating with Other Nonprofits*, a list of arts ed curriculum consultants, and template for "rostering" local artists.

Arts Education Community Consortium Models

First Step Grant applicants are not expected to be at the level of Arts Education Community Consortium Grant recipients but are expected to have a goal of advancing to that level. Consequently, it should help First Step Grant recipients to read last year's highest rated Consortium Grant. At www.arts.wa.gov/progAIE/aieCCapp1.html click on "exemplary application". At www.arts.wa.gov/progAIE/aieCC.html go to the "Stories" area at the right and click on Vashon Allied Arts, Port Townsend School District, and/or Seattle International Children's Festival to learn about their programs and successes.

EALRs and Arts Frameworks by Grade

www.k12.wa.us/curriculuminstruct/arts/history.aspx (Office of the Superintendent of Public Instruction's website)

Research and Funding

At www.arts.wa.gov/progAIE/aieLinks.html, you will find links to arts education research that may help you improve your plan, as well as web sites of funders that may help you fund your plan.

Arts in Education Program**APPLICATION FORM**

Please complete this form and submit it as directed in the guideline section. Handwritten applications will not be accepted. **Application materials must be postmarked no later than March 25, 2005.** Metered mail will not be accepted. Mail materials to: **Washington State Arts Commission, 711 Capitol Way S, Suite 600, PO Box 42675, Olympia, WA 98504-2675.** For assistance, call the Arts In Education Program manager at (360)-586-2418 or e-mail LindaB@arts.wa.gov .

Applying public school or district, or government or non-profit agency/organization

Contact person at above organization

Phone

e-mail

FAX

Federal Tax Identification Number

Mailing Address

City

State

Zip

County

Legislative District

Congressional District

If the contact person for this grant will be other than the person listed above, please complete:

Name

Phone

e-mail

FAX

Mailing Address

City

State

Zip

First Step Grant requested for 2005-2006 school year: \$ _____ (\$4,000 maximum)

Anticipated number of students to be served _____

Anticipated number of teachers to be served _____

Have you received WSAC AIE grants in the past ten years? If so, which grant/s?

PARTNERSHIP FORM

Name the partner member who initiated the plan _____

Does your plan have the full consent of the school and school/district? _____



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Name your planning partners, the school or organization they represent (if applicable), their role, and phone number. Example: Wendy Wet, Rain Forest Arts Council, supplies local artist roster, 360-542-1111.

School/s or Districts:

Parent Group/Parents:

Artist/s:

Arts Organization/s, Local Art Agency:

Arts Curriculum Consultant:

Other:

Compliance Agreement: I have reviewed our First Step Grant proposal, and it is understood and agreed that any funds awarded as a result of this proposal are to be used for the purpose specified in the proposal narrative and budget. It is agreed and understood that any federal funds will require compliance with: 1) Title VI of the Civil Rights Act of 1961, which prohibits discrimination on the basis of race, national origin, or color. 2) Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational programs and activities. 3) Section 504 of the Rehabilitation Act of 1973, which requires persons with disabilities to be given equal opportunity to participate in programs.

Signature: Must be signed by the official authorized to commit the organization in financial matters—executive director, board chair, superintendent, business manager, or principal. Please sign in blue ink only and submit an original signature.

Organization, School, or District

Title of Authorizing Official

Signature of Authorizing Official

Typed Name

Date

Arts in Education Program**SAMPLE OUTLINE****Excellent Elementary School's Goals**

- Enthusiastic students who are creative, comfortable communicators and very good readers and writers
- Committed, enthusiastic, and creative teachers

Objectives

- Increase teachers' knowledge of and support for integrating drama into their reading and writing curricula
- Train teachers to base their drama and integrated lessons on the Arts EALRs
- Train teachers to use the state process in assessing student progress in drama

Timeline

July 2005

August 2005

September 2005

October 2005

October 2005

January 2006

January 2006

January 2006

March 2006

May 2006

April 2006

June 2006

Strategies

Partner planning meeting

One-week teacher training institute in drama and drama integration

Presentations to PTA to advocate for parent volunteers

Beginning of classroom mentoring of teachers by their teaching artists

Partner planning meeting

Assessment consultant begins training teachers

Teaching artists begin working with teachers to improve and document their lesson plans

Partner planning meeting

District puts teachers' lesson plans on-line to share with other schools

Student acting and writing presentation to parents and community members

Partner planning

Assessment consultant completes assessment-training manual for teachers

Guidelines**Mandatory**

To be considered for a grant, submit **six application packets, each containing the following six items and assembled in the following order:**

1. the **application and partnership forms** (pages 8 and 9)
2. a **proposal** of no more than four, one-sided, 8 1/2 x 11-inch pages using a simple and readable 12 pt. font like Times New Roman

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3. a **budget** formatted like the sample budget provided with this application (page 10) with **identification of the specific line items WSAC money will support and an asterisk showing income that is already committed**
4. **Work samples** and resumes of artists not rostered by WSAC (work samples described below), as well as resumes of consultants to be hired. Work samples must be submitted with the application, not sent separately, and should be labeled with the applying organization's name.
5. 501 c 3 organizations must submit a copy of their **IRS letter indicating tax exempt status**. Public schools and other government agencies do not have to submit proof of tax exempt status.
6. Letters of support from the principal (if an individual school is to be served), superintendent, PTA or participating parents, or partnering arts organization.

Supplemental

One supplementary piece (one copy) may be submitted IF it relates to the project/plan for which funding is being requested. However, it is not mandatory because First Step Grant applicants may not yet have relevant documentation. Examples of relevant documentation:

- The school's or district's visual and performing arts curriculum might be submitted to demonstrate the foundation on which the project will be built.
- An evaluation report on a former project in which the artist/s or arts organization/s have/has worked with the school in the past would be appropriate.
- Results of a teacher survey showing the need for further arts inservices at your school or a report showing that you have researched proven practices in arts education professional development would be ideal for a plan that includes teacher training.

It is not acceptable for any applicant to submit more than one supplementary piece.

Submit by the postmark deadline of **March 25, 2005.**

Proposal

The proposal should be based on the grant goals listed on the first page of this packet. **The proposal narrative must be no more than four, 8 ½ x 11" pages written in no less than a 12 pt. font with the following sections:**

The Need explains the specific student and/or teacher need/s for your project, as well as how the partners identified and chose the need/s. This may include low test scores or lack of access to the arts.

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A point/points will be given for “underserved” students. Consequently, if this is applicable because you are serving a high percentage of students on free lunch, with disabilities, of color or in ESL classes, please state the percentage.

The Outline is a bulleted outline or chart (not narrative) of the project goals, objectives, strategies, and timeline. See example on page 11.

The Narrative is a written explanation of the outline that answers the following questions:

- How will your plan implement (or improve implementation of) the Arts EALRs in the school/district (or other institution providing pre-K-12 education)?
- What are the expected student outcomes of your plan?
- Why do you expect that implementation of this plan will result in enthusiasm and commitment to a broader arts education plan in the future?

The narrative must be inclusive enough that the budget line items will make sense. (For instance, if a consultant is listed in the budget, the narrative and outline should state what the consultant is being paid for—like teacher training in arts assessments, facilitating the curriculum development process, surveying the teachers’ needs.)

Budget

Budget: The budget should indicate the full consortium project expenses and income. List cash expenses, and **next to each expense identify specifically where the contribution will come from**—i.e. participating school/s, local businesses, this grant. We cannot accept a budget that does not specify the **exact line items** to be funded by this grant. On a separate page or section, list in-kind contributions of time and materials and where those in-kind contributions will come from. At the bottom of the cash expense page or section, indicate the total award amount requested from the Washington State Arts Commission and the total cash contributed from the consortium. **See the sample budget** (page 10). We are not requesting a specific percentage match. However, **cash and in-kind matches will show your commitment**. It is unlikely that applicants with no cash at all will receive this grant.

Work Samples Required

Work samples (samples of the art produced by participating artists) will need to be submitted for all artists involved in the project with the following exceptions.

- WSAC-rostered artists in residence.
- Local arts agencies administering established residency programs with a juried roster need not submit work samples for every rostered artist involved. Please submit a copy of the roster and work samples of two artists.

Work Sample Rules

- Each **visual artist** involved, unless exempt as described above, must submit six slides (documenting six pieces of their own work). It is important that the slides are presented professionally (sharp and correctly exposed) and that they are labeled with the artist’s name, title of work, medium, date completed, and a dot in the lower left-hand corner of the slide (when the image is oriented for correct viewing).

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- **Videographers and performers** should submit a ½” video of at least three minutes cued to where the artist would like the viewing to begin. The videotape should be labeled with the artist’s (or group’s or organization’s) name, date of recording, title of piece, and, if for an individual artist, the role of that artist. i.e. Jennie Smith, choreographer of *Robin’s Wings*, performed by Ririe-Woodbury Dance Company and elementary school students.
- **Musicians** may submit a cued cassette or CD rather than a video, although the panelists always appreciate the fuller experience of a video.
- **Literary artists and playwrights** should submit six copies of an eight-page-or-less, written work sample (poems, short story, portion of a play or novel).

Incomplete applications will be returned.

Technical Assistance

The Washington State Arts Commission’s Arts In Education Program manager will offer technical assistance by phone and, when possible, by a scheduled meeting. Call Linda Bellon-Fisher at 360-586-2418 for assistance. We strongly recommend that new applicants ask for assistance and that all applicants with questions call. The Washington State Arts Commission is not responsible for the accuracy of advice given by outside agencies or individuals regarding WSAC grants. However, after the grant is awarded, recipients may request mentoring in their area of interest by WSAC-funded arts education community consortia.

Deadline

The application postmark deadline is March 25, 2005. Applications postmarked later will be returned. Metered mail will not be accepted.

Mail proposal packets to Arts in Education Program, Washington State Arts Commission, PO Box 42675, Olympia, WA 98504-2675.



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